

WRITING CONTENT		
End of Primary	4th Grade	5th Grade
WR-E-1.1.00 Purpose/Audience: Students will establish and maintain a focused purpose to communicate with an authentic audience by <ul style="list-style-type: none"> • Narrowing the topic to present an idea or theme • Choosing a perspective authentic to the writer • Analyzing and addressing the needs of the intended audience • Adhering to the characteristics of the form • Applying a suitable tone • Allowing voice to emerge when appropriate DOK 4		
WR-EP-1.1.01 <i>In Reflective Writing,</i> <ul style="list-style-type: none"> • <i>Students will evaluate personal progress toward meeting goals in literacy skills</i> • <i>Students will analyze needs of the intended audience</i> • <i>Students will use a suitable tone or appropriate voice</i> 	WR-04-1.1.01 <i>In Reflective Writing,</i> <ul style="list-style-type: none"> • <i>Students will evaluate personal progress toward meeting goals in literacy skills</i> • <i>Students will analyze needs of the intended audience</i> • <i>Students will use a suitable tone or appropriate voice</i> 	WR-05-1.1.01 <i>In Reflective Writing,</i> <ul style="list-style-type: none"> • <i>Students will evaluate personal progress toward meeting goals in literacy skills</i> • <i>Students will analyze needs of the intended audience</i> • <i>Students will sustain a suitable tone or appropriate voice</i>
WR-EP-1.1.02 <i>In Personal Expressive Writing,</i> <ul style="list-style-type: none"> • <i>Students will communicate the significance of the writer's experience by focusing on life events or relationships</i> • <i>Students will apply characteristics of the selected form (e.g., personal narrative, personal memoir)</i> • <i>Students will create a point of view</i> • <i>Students will use a suitable tone or appropriate voice</i> <i>In Literary Writing,</i> <ul style="list-style-type: none"> • <i>Students will communicate to an audience about the human condition by painting a picture, recreating a feeling, telling a story, capturing a moment, evoking an image, or</i> 	WR-04-1.1.02 <i>In Personal Expressive Writing,</i> <ul style="list-style-type: none"> • <i>Students will communicate the significance of the writer's experience by narrating about life events or relationships</i> • <i>Students will apply characteristics of the selected form (e.g., personal narrative, personal memoir)</i> • <i>Students will create a point of view</i> • <i>Students will use a suitable tone or appropriate voice</i> <i>In Literary Writing,</i> <ul style="list-style-type: none"> • <i>Students will communicate to an audience about the human condition by painting a picture, recreating a feeling, telling a story, capturing a moment, evoking an image, or</i> 	WR-05-1.1.02 <i>In Personal Expressive Writing,</i> <ul style="list-style-type: none"> • <i>Students will communicate the significance of the writer's experience by narrating about life events or relationships</i> • <i>Students will apply characteristics of the selected form (e.g., personal narrative, personal memoir, personal essay)</i> • <i>Students will create a point of view</i> • <i>Students will sustain a suitable tone or appropriate voice</i> <i>In Literary Writing,</i> <ul style="list-style-type: none"> • <i>Students will communicate to an audience about the human condition by painting a picture, recreating a feeling, telling a story, capturing a moment, evoking an image, or</i>

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<p><i>showing an extraordinary perception of the ordinary</i></p> <ul style="list-style-type: none"> • <i>Students will apply characteristics of the selected form (e.g., short story, play/script, poem)</i> • <i>Students will use a suitable tone or appropriate voice</i> • <i>Students will apply a fictional perspective in literary writing when appropriate</i> 	<p><i>showing an extraordinary perception of the ordinary</i></p> <ul style="list-style-type: none"> • <i>Students will apply characteristics of the selected form (e.g., short story, play/script, poem)</i> • <i>Students will create a point of view</i> • <i>Students will use a suitable tone or appropriate voice</i> • <i>Students will apply a fictional perspective in literary writing when appropriate</i> 	<p><i>showing an extraordinary perception of the ordinary</i></p> <ul style="list-style-type: none"> • <i>Students will apply characteristics of the selected form (e.g., short story, play/script, poem)</i> • <i>Students will create a point of view</i> • <i>Students will sustain a suitable tone or appropriate voice</i> • <i>Students will apply a fictional perspective in literary writing when appropriate</i>
<p>WR-EP-1.1.03 <i>In Transactive Writing,</i></p> <ul style="list-style-type: none"> • <i>Students will communicate a purpose through informing or persuading</i> • <i>Students will develop an angle</i> • <i>Students will communicate what the reader should know, do, or believe as a result of reading the piece</i> • <i>Students will apply characteristics of the selected form (e.g., letter, feature article)</i> • <i>Students will use a suitable tone</i> • <i>Students will allow voice to emerge when appropriate</i> 	<p>WR-04-1.1.03 <i>In Transactive Writing,</i></p> <ul style="list-style-type: none"> • <i>Students will communicate a purpose through informing or persuading</i> • <i>Students will develop an effective angle to achieve purpose</i> • <i>Students will communicate as an informed writer to clarify what the reader should know, do, or believe as a result of reading the piece</i> • <i>Students will apply characteristics of the selected form (e.g., letter, feature article)</i> • <i>Students will use a suitable tone</i> • <i>Students will allow voice to emerge when appropriate</i> 	<p>WR-05-1.1.03 <i>In Transactive Writing,</i></p> <ul style="list-style-type: none"> • <i>Students will communicate a purpose through informing, persuading, or analyzing</i> • <i>Students will develop an effective angle to achieve purpose</i> • <i>Students will communicate as an informed writer to clarify what the reader should know, do, or believe as a result of reading the piece</i> • <i>Students will apply characteristics of the selected form (e.g., letter, feature article)</i> • <i>Students will sustain a suitable tone</i> • <i>Students will allow voice to emerge when appropriate</i>
<p>WR-E-1.2.00 Idea Development/Support: Students will support main ideas and deepen the audience's understanding of purpose by</p> <ul style="list-style-type: none"> • Developing logical, justified, and suitable explanations • Providing relevant elaboration • Explaining related connections or reflections • Applying idea development strategies appropriate for the form <p>DOK 3</p>		

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<p><i>WR-EP-1.2.01</i> <i>In Reflective Writing,</i></p> <ul style="list-style-type: none"> • <i>Students will describe own literacy skills, strategies, or processes</i> • <i>Students will explain own decisions</i> • <i>Students will identify own strengths and areas for growth</i> 	<p><i>WR-04-1.2.01</i> <i>In Reflective Writing,</i></p> <ul style="list-style-type: none"> • <i>Students will describe own literacy skills, strategies, or processes</i> • <i>Students will explain own decisions</i> • <i>Students will identify own strengths and areas for growth</i> • <i>Students will support claims about self</i> 	<p><i>WR-05-1.2.01</i> <i>In Reflective Writing,</i></p> <ul style="list-style-type: none"> • <i>Students will describe own literacy skills, strategies, or processes</i> • <i>Students will explain own decisions</i> • <i>Students will identify own strengths and areas for growth</i> • <i>Students will support claims about self</i>
<p><i>WR-EP-1.2.02</i> <i>In Personal Expressive/Literary Writing,</i></p> <ul style="list-style-type: none"> • <i>Students will communicate main idea through use of literary elements appropriate to the genre:</i> <p><i>-Students will develop characters (fictional/non-fictional) through thoughts, emotions, actions, descriptions, or dialogue when appropriate</i></p> <p><i>-Students will develop plot/story line appropriate to the form</i></p> <p><i>-Students will develop setting, mood, scene, image or feeling</i></p> <ul style="list-style-type: none"> • <i>Students will apply literary or poetic devices (e.g., simile, personification) when appropriate</i> • <i>Students will incorporate reflection when appropriate</i> 	<p><i>WR-04-1.2.02</i> <i>In Personal Expressive/Literary Writing,</i></p> <ul style="list-style-type: none"> • <i>Students will communicate main idea through use of literary elements appropriate to the genre:</i> <p><i>-Students will develop characters (fictional/non-fictional) through thoughts, emotions, actions, descriptions, or dialogue when appropriate</i></p> <p><i>-Students will develop plot/story line appropriate to the form</i></p> <p><i>-Students will develop an appropriate setting, mood, scene, image or feeling</i></p> <ul style="list-style-type: none"> • <i>Students will apply literary or poetic devices (e.g., simile, metaphor, personification) when appropriate</i> • <i>Students will incorporate reflection when appropriate</i> 	<p><i>WR-05-1.2.02</i> <i>In Personal Expressive/Literary Writing,</i></p> <ul style="list-style-type: none"> • <i>Students will communicate main idea through use of literary elements appropriate to the genre:</i> <p><i>-Students will develop characters (fictional/non-fictional) through thoughts, emotions, actions, descriptions, or dialogue when appropriate</i></p> <p><i>-Students will develop plot/story line appropriate to the form</i></p> <p><i>-Students will develop an appropriate setting, mood, scene, image or feeling</i></p> <ul style="list-style-type: none"> • <i>Students will apply literary or poetic devices (e.g., simile, metaphor, personification) when appropriate</i> • <i>Students will incorporate reflection when appropriate</i>
<p><i>WR-EP-1.2.03</i> <i>In Transactive Writing,</i></p> <ul style="list-style-type: none"> • <i>Students will communicate relevant information</i> • <i>Students will develop an angle with support (e.g., facts, examples, reasons, visuals)</i> • <i>Students will apply research to support ideas with facts and opinions</i> 	<p><i>WR-04-1.2.03</i> <i>In Transactive Writing,</i></p> <ul style="list-style-type: none"> • <i>Students will communicate relevant information to clarify a specific purpose</i> • <i>Students will develop an angle with support (e.g., facts, examples, reasons, comparisons, diagrams, charts, other visuals)</i> • <i>Students will develop explanations to support</i> 	<p><i>WR-05-1.2.03</i> <i>In Transactive Writing,</i></p> <ul style="list-style-type: none"> • <i>Students will communicate relevant information to clarify a specific purpose</i> • <i>Students will develop an angle with support (e.g., facts, examples, reasons, comparisons, diagrams, charts, other visuals)</i> • <i>Students will develop explanations to support</i>

	<i>the writer's purpose</i> <ul style="list-style-type: none"> • <i>Students will apply research to support ideas with facts and opinions</i> • <i>Students will incorporate persuasive techniques when appropriate (e.g., bandwagon, emotional appeal, testimonial, expert opinion)</i> 	<i>the writer's purpose</i> <ul style="list-style-type: none"> • <i>Students will apply research to support ideas with facts and opinions</i> • <i>Students will incorporate persuasive techniques when appropriate (e.g., bandwagon, emotional appeal, testimonial, expert opinion)</i>
WRITING STRUCTURE		
WR-E-2.3.00 Organization: Students will create unity and coherence to accomplish the focused purpose by <ul style="list-style-type: none"> • Engaging the audience • Establishing a context for reading when appropriate • Communicating ideas and support in a meaningful order • Applying transitions and transitional elements to guide the reader through the piece • Developing effective closure DOK 3		
WR-EP-2.3.01 <i>In Reflective Writing,</i> <ul style="list-style-type: none"> • <i>Students will engage the interest of the reader</i> • <i>Students will communicate ideas and details in meaningful order</i> • <i>Students will use transitions or transitional elements between ideas to guide the reader</i> • <i>Students will create conclusions effectively</i> 	WR-04-2.3.01 <i>In Reflective Writing,</i> <ul style="list-style-type: none"> • <i>Students will engage the interest of the reader</i> • <i>Students will communicate ideas and details in meaningful order</i> • <i>Students will apply a variety of transitions or transitional elements between ideas and details to guide the reader</i> • <i>Students will create conclusions effectively</i> 	WR-05-2.3.01 <i>In Reflective Writing,</i> <ul style="list-style-type: none"> • <i>Students will engage the interest of the reader</i> • <i>Students will communicate ideas and details in meaningful order</i> • <i>Students will apply a variety of transitions or transitional elements between ideas and details to guide the reader</i> • <i>Students will create conclusions effectively</i>
WR-EP-2.3.02 <i>In Personal Expressive/Literary Writing,</i> <ul style="list-style-type: none"> • <i>Students will engage the interest of the reader</i> • <i>Students will communicate ideas and details in a meaningful order</i> • <i>Students will use transitions or transitional elements between ideas to guide the reader</i> • <i>Students will arrange poetic stanzas in a way that enhances the meaning through the use of white space, line breaks, and shape</i> 	WR-04-2.3.02 <i>In Personal Expressive/Literary Writing,</i> <ul style="list-style-type: none"> • <i>Students will engage the interest of the reader</i> • <i>Students will communicate ideas and details in a meaningful order</i> • <i>Students will apply organizational devices (e.g., foreshadowing, flashback) when appropriate</i> • <i>Students will apply a variety of transitions or transitional elements between ideas and</i> 	WR-05-2.3.02 <i>In Personal Expressive/Literary Writing,</i> <ul style="list-style-type: none"> • <i>Students will engage the interest of the reader</i> • <i>Students will communicate ideas and details in a meaningful order</i> • <i>Students will apply organizational devices (e.g., foreshadowing, flashback) when appropriate</i> • <i>Students will apply a variety of transitions or transitional elements between ideas and</i>

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<ul style="list-style-type: none"> <i>Students will create conclusions effectively</i> 	<p><i>details to guide the reader</i></p> <ul style="list-style-type: none"> <i>Students will arrange poetic stanzas in a way that enhances the meaning through the use of white space, line breaks, and shape</i> <i>Students will create conclusions effectively</i> 	<p><i>details to guide the reader</i></p> <ul style="list-style-type: none"> <i>Students will arrange poetic stanzas in a way that enhances the meaning through the use of white space, line breaks, and shape</i> <i>Students will create conclusions effectively</i>
<p>WR-EP-2.3.03 <i>In Transactive Writing,</i></p> <ul style="list-style-type: none"> <i>Students will establish a context for reading</i> <i>Students will apply the accepted format of the genre</i> <i>Students will develop text structure (e.g., problem/ solution, question/answer, description, sequence)</i> <i>Students will arrange ideas in a logical, meaningful order by using transitions or transitional elements between ideas and details</i> <i>Students will incorporate text features (e.g., subheadings, bullets, fonts, white space, layout, charts, diagrams, labels, pictures, captions) when appropriate</i> <i>Students will create conclusions effectively</i> 	<p>WR-04-2.3.03 <i>In Transactive Writing,</i></p> <ul style="list-style-type: none"> <i>Students will establish a context for reading</i> <i>Students will apply the accepted format of the genre</i> <i>Students will develop an appropriate text structure (e.g., cause/effect, problem/solution, question/answer, comparison/contrast, description, sequence) to achieve purpose</i> <i>Students will arrange ideas and details in a logical, meaningful order by using a variety of transitions or transitional elements between ideas and details</i> <i>Students will incorporate text features (e.g., subheadings, bullets, fonts, white space, layout, charts, diagrams, labels, pictures, captions) when appropriate</i> <i>Students will create conclusions effectively</i> 	<p>WR-05-2.3.03 <i>In Transactive Writing,</i></p> <ul style="list-style-type: none"> <i>Students will establish a context for reading</i> <i>Students will apply the accepted format of the genre</i> <i>Students will develop an appropriate text structure (e.g., cause/effect, problem/solution, question/answer, comparison/contrast, description, sequence) to achieve purpose</i> <i>Students will arrange ideas and details in a logical, meaningful order by using a variety of transitions or transitional elements between ideas and details</i> <i>Students will incorporate text features (e.g., subheadings, bullets, fonts, white space, layout, charts, diagrams, labels, pictures, captions) when appropriate</i> <i>Students will create conclusions effectively</i>
<p>WR-E-2.4.00 Sentence Structure: Students will create effective sentences by</p> <ul style="list-style-type: none"> Applying a variety of structures and lengths Developing complete and correct sentences unless using unconventional structures for an intentional effect when appropriate <p>DOK 3</p>		
<p>WR-EP-2.4.01 <i>In Reflective Writing,</i></p> <ul style="list-style-type: none"> <i>Students will develop sentences of various structures and lengths throughout the piece</i> <i>Students will develop complete and correct sentences</i> 	<p>WR-04-2.4.01 <i>In Reflective Writing,</i></p> <ul style="list-style-type: none"> <i>Students will develop sentences of various structures and lengths throughout the piece</i> <i>Students will develop complete sentences or apply unconventional structures when appropriate</i> 	<p>WR-05-2.4.01 <i>In Reflective Writing,</i></p> <ul style="list-style-type: none"> <i>Students will develop sentences of various structures and lengths throughout the piece</i> <i>Students will develop complete sentences or apply unconventional structures when appropriate</i>
WR-EP-2.4.02	WR-04-2.4.02	WR-05-2.4.02

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<i>In Personal Expressive/Literary Writing,</i> <ul style="list-style-type: none"> Students will develop sentences of various structures and lengths Students will develop complete and correct sentences Students will arrange poetic language in a meaningful order Students will use poetic line breaks effectively 	<i>In Personal Expressive/Literary Writing,</i> <ul style="list-style-type: none"> Students will develop sentences of various structures and lengths Students will develop complete sentences or apply unconventional structures for an intentional effect when appropriate Students will arrange poetic language in a meaningful order Students will apply poetic line breaks effectively 	<i>In Personal Expressive/Literary Writing,</i> <ul style="list-style-type: none"> Students will develop sentences of various structures and lengths Students will develop complete sentences or apply unconventional structures for an intentional effect when appropriate Students will arrange poetic language in a meaningful order Students will apply poetic line breaks effectively
WR-EP-2.4.03 <i>In Transactive Writing,</i> <ul style="list-style-type: none"> Students will develop complete sentences or apply unconventional structures when appropriate 	WR-04-2.4.03 <i>In Transactive Writing,</i> <ul style="list-style-type: none"> Students will develop complete, concise sentences or apply unconventional structures when appropriate 	WR-05-2.4.03 <i>In Transactive Writing,</i> <ul style="list-style-type: none"> Students will develop complete, concise sentences or apply unconventional structures when appropriate
WRITING CONVENTIONS		
WR-E-3.5.00 Language: Students will exemplify effective language choices by <ul style="list-style-type: none"> Applying correct grammar and usage Applying concise use of language Incorporating strong verbs, precise nouns, concrete details, and sensory details Applying language appropriate to the content, purpose, and audience DOK 2		
WR-EP-3.5.01 <i>In Reflective Writing,</i> <ul style="list-style-type: none"> Students will adhere to standard guidelines for grammar and usage Students will use language concisely 	WR-04-3.5.01 <i>In Reflective Writing,</i> <ul style="list-style-type: none"> Students will adhere to standard guidelines for grammar and usage Students will apply language concisely Students will incorporate language appropriate to the content, purpose, and audience 	WR-05-3.5.01 <i>In Reflective Writing,</i> <ul style="list-style-type: none"> Students will adhere to standard guidelines for grammar and usage Students will apply language concisely Students will incorporate language appropriate to the content, purpose, and audience
WR-EP-3.5.02 <i>In Personal Expressive/Literary Writing,</i> <ul style="list-style-type: none"> Students will adhere to standard guidelines for grammar and usage or apply nonstandard when appropriate for effect 	WR-04-3.5.02 <i>In Personal Expressive/Literary Writing,</i> <ul style="list-style-type: none"> Students will adhere to standard guidelines for grammar and usage or apply nonstandard when appropriate for effect 	WR-05-3.5.02 <i>In Personal Expressive/Literary Writing,</i> <ul style="list-style-type: none"> Students will adhere to standard guidelines for grammar and usage or apply nonstandard when appropriate for effect

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<ul style="list-style-type: none"> • <i>Students will incorporate language based on economy or impact on the reader</i> • <i>Students will develop ideas through descriptive or figurative language</i> 	<ul style="list-style-type: none"> • <i>Students will incorporate language based on economy, precision, richness, or impact on the reader</i> • <i>Students will develop ideas through descriptive or figurative language</i> 	<ul style="list-style-type: none"> • <i>Students will incorporate language based on economy, precision, richness, or impact on the reader</i> • <i>Students will develop ideas through descriptive or figurative language</i>
<p><i>WR-EP-3.5.03</i> <i>In Transactive Writing,</i></p> <ul style="list-style-type: none"> • <i>Students will adhere to standard guidelines for grammar and usage</i> • <i>Students will use precise word choice</i> • <i>Students will use the specialized vocabulary of the discipline/content appropriate to the purpose and audience</i> 	<p><i>WR-04-3.5.03</i> <i>In Transactive Writing,</i></p> <ul style="list-style-type: none"> • <i>Students will adhere to standard guidelines for grammar and usage</i> • <i>Students will apply precise word choice</i> • <i>Students will incorporate the specialized vocabulary of the discipline/content appropriate to the purpose and audience</i> 	<p><i>WR-05-3.5.03</i> <i>In Transactive Writing,</i></p> <ul style="list-style-type: none"> • <i>Students will adhere to standard guidelines for grammar and usage</i> • <i>Students will apply precise word choice</i> • <i>Students will incorporate the specialized vocabulary of the discipline/content appropriate to the purpose and audience</i>

WR-E-3.6.00

Correctness: Students will communicate clearly by

- **Applying correct spelling**
- **Applying correct punctuation**
- **Applying correct capitalization**
- **Incorporating acceptable departure from standard correctness to enhance meaning when appropriate**
- **Incorporating appropriate documentation of ideas and information from outside sources (e.g., citing authors or titles within the text, listing sources)**

DOK 2

WRITING PROCESS

WR-E-4.7.00

Inviting the Writing

- *Connecting to content knowledge*
- *Connecting to prior learning*
- *Initiating authentic connection*
- *Thinking about/selecting topic*

WR-E-4.8.00

Prewriting

- *Selecting/narrowing a topic*
- *Establishing a purpose and central/controlling idea or focus*
- *Identifying and analyzing the audience*
- *Determining the most appropriate form to meet the needs of purpose and audience*
- *Generating ideas (e.g., reading, journaling, mapping, webbing, note taking, interviewing, researching, other writing-to-learn activities)*
- *Organizing ideas – consider other models of good writing, appropriate text structures to match purpose, various ways to organize information, etc.*

WR-E-4.9.00

Drafting

- *Writing draft(s) for an intended audience*
- *Developing topic, elaborating, exploring sentence variety and language use*

WR-E-4.10.00

**Revising
(Content/Ideas)**

- **Reflecting to determine where to add, delete, rearrange, define/redefine, or elaborate content**
- *Conferencing with teacher or peer(s) to help determine where to add, delete, rearrange, define/redefine, or elaborate content*
- *Checking for accuracy of content*
- **Considering voice, tone, style, intended audience, coherence, transitions**
- *Comparing with rubric criteria and benchmark papers/models*
- **Considering effectiveness of language usage and sentences to communicate ideas**

(e.g. – suggestions, not a comprehensive list)

Bold-State Assessment Content Statement

Italics- Supporting Content Statement

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<p><i>Revising Skills</i> <i>EP</i> <i>Idea Development</i> <i>WR-EP-4.10.04- Students will identify the topic sentence/main idea of a paragraph</i> <i>WR-EP-4.10.05- Students will select appropriate supporting details</i> <i>WR-EP-4.10.06- Students will identify extraneous material</i></p> <p><i>Organization</i> <i>WR-EP-4.10.07-Students will correct sentences that are out of chronological/sequential order</i> <i>WR-EP-4.10.08-Students will identify transitions</i> <i>WR-EP-4.10.09 Students will develop introductions and closures for writing</i></p> <p><i>Word Choice</i> <i>WR-EP-4.10.10-Students will eliminate redundant words</i> <i>WR-EP-4.10.11-Students will choose the most specific word for use in a sentence</i></p>	<p><i>04</i> <i>Idea Development</i> <i>WR-04-4.10.04-Students will identify the topic sentence/main idea of a paragraph</i> <i>WR-04-4.10.05-Students will select appropriate supporting details</i> <i>WR-04-4.10.06-Students will identify extraneous material</i></p> <p><i>Organization</i> <i>WR-04-4.10.07-Students will correct sentences that are out of chronological/sequential order or insert new sentences in the correct chronological/sequential position</i> <i>WR-04-4.10.08-Students will identify the most effective transitions</i> <i>WR-04-4.10.09 Students will develop effective introductions and closures for writing</i></p> <p><i>Word Choice</i> <i>WR-04-4.10.10-Students will eliminate redundant words and phrases</i> <i>WR-04-4.10.11-Students will choose the most specific word for use in a sentence</i></p>	<p>05 Idea Development WR-05-4.10.04-Students will identify the topic sentence/main idea of a paragraph DOK 2 WR-05-4.10.05-Students will select appropriate supporting details DOK 2 WR-05-4.10.06-Students will identify extraneous material DOK 2</p> <p>Organization WR-05-4.10.07-Students will correct sentences that are out of chronological/sequential order or insert new sentences in the correct chronological/sequential position DOK 2 WR-05-4.10.08-Students will identify the most effective transitions DOK 2 WR-05-4.10.09 Students will develop effective introductions and closures for writing DOK 2</p> <p>Word Choice WR-05-4.10.10-Students will eliminate redundant words and phrases DOK 2 WR-05-4.10.11-Students will choose the most specific word for use in a sentence DOK 2</p>
<p>WR-E-4.11.00 Editing (Conventions and Mechanics)</p>	<ul style="list-style-type: none"> • Checking for correctness <ul style="list-style-type: none"> - Language usage - Sentence structure - Spelling - Capitalization - Punctuation - Documentation of sources • Using resources to support editing (e.g., spellcheck, dictionaries, thesauri, handbooks) 	

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<p><i>Editing Skills</i> <i>Language Usage</i> <i>WR-EP-4.11.12-Students will apply knowledge of subject/verb agreement with both singular and plural subjects</i> <i>WR-EP-4.11.13-Students will apply knowledge of present and past verb tenses</i> <i>WR-EP-4.11.14-Students will apply knowledge of comparative and superlative forms of adjectives and adverbs</i> <i>WR-EP-4.11.15-Students will apply knowledge of special problems in usage(a, an, to, two, too, their, there, they're) and pronoun reference with subjective</i></p> <p><i>Sentence Structure</i> <i>WR-EP-4.11.16-Students will correct run-on sentences</i> <i>WR-EP-4.11.17-Students will correct sentence fragments</i></p> <p><i>Spelling</i> <i>WR-EP-4.11.18-Students will apply knowledge of spelling patterns, generalizations, and rules to commonly used words</i> <i>WR-EP-4.11.19-Students will apply knowledge of spelling patterns, generalizations, and rules to plural forms of words</i> <i>WR-EP-4.11.20-Students will apply knowledge of spelling patterns, generalizations, and rules to contractions</i> <i>WR-EP-4.11.21-Students will apply knowledge of spelling patterns, generalizations, and rules to change verb endings</i></p>	<p><i>Language Usage</i> <i>WR-04-4.11.12- Students will apply knowledge of subject/verb agreement with both singular and plural subjects</i> <i>WR-04-4.11.13- Students will apply knowledge of present and past verb tenses</i> <i>WR-04-4.11.14- Students will apply knowledge of comparative and superlative forms of adjectives and adverbs</i> <i>WR-04-4.11.15- Students will apply knowledge of special problems in usage (a, an, to, two, too, their, there, they're) and pronoun reference with subjective</i></p> <p><i>Sentence Structure</i> <i>WR-04-4.11.16-Students will correct sentences that are run-ons or awkward</i> <i>WR-04-4.11.17-Students will correct sentence fragments</i> <i>WR-04-4.11.18-Students will combine short, choppy sentences effectively</i></p> <p><i>Spelling</i> <i>WR-04-4.11.19-Students will apply knowledge of spelling patterns, generalizations, and rules to commonly used words</i> <i>WR-04-4.11.20-Students will apply knowledge of spelling patterns, generalizations, and rules to plural forms of words</i> <i>WR-04-4.11.21-Students will apply knowledge of spelling patterns, generalizations, and rules to contractions</i> <i>WR-04-4.11.22-Students will apply knowledge of spelling patterns, generalizations, and rules to change verb endings</i></p>	<p>Language Usage WR-05-4.11.12-Students will apply knowledge of subject/verb agreement with both singular and plural subjects DOK 1 WR-05-4.11.13- Students will apply knowledge of present and past verb tenses DOK 1 WR-05-4.11.14- Students will apply knowledge of comparative and superlative forms of adjectives and adverbs DOK 1 WR-05-4.11.15- Students will apply knowledge of special problems in usage (a, an, to, two, too, their, there, they're) and pronoun reference with subjective DOK 1</p> <p>Sentence Structure WR-05-4.11.16-Students will correct sentences that are run-ons or awkward DOK 1 WR-05-4.11.17-Students will correct sentence fragments DOK 1 WR-05-4.11.18-Students will combine short, choppy sentences effectively DOK 2</p> <p>Spelling WR-05-4.11.19-Students will apply knowledge of spelling patterns, generalizations, and rules to commonly used words DOK 1 WR-05-4.11.20-Students will apply knowledge of spelling patterns, generalizations, and rules to plural forms of words DOK 1 WR-05-4.11.21-Students will apply knowledge of spelling patterns, generalizations, and rules to contractions DOK 1 WR-05-4.11.22-Students will apply knowledge of spelling patterns, generalizations, and rules to change verb endings DOK1</p>
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(e.g. – suggestions, not a comprehensive list)
Bold-State Assessment Content Statement
Italics- Supporting Content Statement

<p><i>Capitalization</i> <i>WR-EP-4.11.22-Students will capitalize proper nouns, days, months</i> <i>WR-EP-4.11.23-Students will capitalize the beginning of sentences</i> <i>WR-EP-4.11.24-Students will capitalize the pronoun "I"</i></p> <p><i>Punctuation</i> <i>WR-EP-4.11.25-Students will correctly punctuate nearly all of the time declarative, exclamatory, interrogative, and imperative sentences</i> <i>WR-EP-4.11.26-Students will approximate the use of commas in a series, a date, a compound sentence, and the greeting and closing of a letter</i> <i>W-EP-4.11.27-Students will approximate the use of beginning and ending quotation marks in dialogue</i></p> <p><i>Documentation</i> <i>WR-EP-4.11.28-Students will identify the need for documentation</i></p>	<p><i>Capitalization</i> <i>WR-04-4.11.23-Students will capitalize proper nouns, days, months</i> <i>WR-04-4.11.24-Students will capitalize the beginning of sentences</i> <i>WR-04-4.11.25-Students will capitalize the pronoun "I"</i></p> <p><i>Punctuation</i> <i>WR-04-4.11.26-Students will correctly punctuate declarative, exclamatory, interrogative, and imperative sentences</i> <i>WR-04-4.11.27-Students will use commas in a series, a date, a compound sentence, and the greeting and closing of a letter</i> <i>WR-04-4.11.28-Students will use beginning and ending quotation marks in dialogue</i></p> <p><i>Documentation</i> <i>WR-04-4.11.29-Students will document use of sources</i></p>	<p>Capitalization WR-05-4.11.23-Students will capitalize proper nouns, days, months DOK 1 WR-05-4.11.24-Students will capitalize the beginning of sentences DOK 1 WR-05-4.11.25-Students will capitalize the pronoun "I" DOK 1</p> <p>Punctuation WR-05-4.11.26-Students will correctly punctuate declarative, exclamatory, interrogative, and imperative sentences DOK 1 WR-05-4.11.27-Students will use commas in a series, a date, a compound sentence, and the greeting and closing of a letter DOK 1 WR-05-4.11.28-Students will use beginning and ending quotation marks in dialogue DOK 1</p> <p>Documentation WR-05-4.11.29-Students will document use of sources DOK 2</p>
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DRAFT- Elementary Subject Area Core Content for Assessment- DRAFT
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WR-E-4.12.00 <i>Publishing</i>	<ul style="list-style-type: none"> • <i>Sharing final piece with intended audience</i>
WR-E-4.13.00 <i>Reflecting</i>	<ul style="list-style-type: none"> • <i>Reflecting upon</i> <ul style="list-style-type: none"> - <i>Goals as a writer</i> - <i>Progress and growth as a writer</i> - <i>Who or what has influenced progress and growth</i> - <i>Approaches used when composing (e.g., free-writing, mental composing, research, drawing, webbing)</i>

(e.g. – suggestions, not a comprehensive list)

Bold-State Assessment Content Statement

Italics- Supporting Content Statement